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How, why, and when to  
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Washington

1925

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DEPARTMENT OF THE INTERIOR  
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# HOW, WHY, *and* WHEN

TO PREPARE FOR

AMERICAN  
EDUCATION WEEK

308

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Box 199



NOVEMBER 16-22

1925



GOVERNMENT PRINTING OFFICE

WASHINGTON

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## Special Publications of the Bureau of Education

1. *"How, Why, and When to Prepare for American Education Week"* (this pamphlet). Price, 5 cents per copy; in lots of 100 or more, 3 cents each.

2. *"Broadside,"* containing new articles written for the occasion by distinguished writers, general information, statistics, and quotations useful for newspaper articles and addresses. Price, 5 cents per copy; in lots of 100 or more, 2 cents each.

3. SCHOOL LIFE. The October number will be an American Education Week number and will contain suggestive material for the observance, with illustrations. Price, 5 cents per copy.

TWO PUBLICATIONS intended for the observance of American Education Week in 1924 were delayed in issue and appeared too late for full circulation. None of their value has been lost, and they are reissued in order that the excellent material in them may be more fully utilized. They are—

4. *"School and Teacher Day,"* a folder with illustrations and detailed information relating especially to this day, but useful as a model for either of the other days. Suggests ways of basing school activities on community problems and local interests. Price, 5 cents per copy; in quantity, \$1 per 100.

5. *"The Quest of Youth,"* a historical pageant for schools, by Hazel Mackaye. It comprises 102 pages. Price, 10 cents per copy; in lots of 100 or more, 6 cents each.

ORDERS for these publications should be sent as early as practicable to the SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. Do not send money to the Bureau of Education. Full information concerning the publications, however, may be obtained from the Commissioner of Education, Washington, D. C.

## HOW, WHY, AND WHEN TO PREPARE FOR AMERICAN EDUCATION WEEK NOVEMBER 16 - 22, 1925

TO STIMULATE enthusiasm for education is the purpose of American Education Week. We are proud of the achievements of our country, and we know that education for all the people is essential to its prosperity. We know that the system of education developed upon our soil is that which is best suited to our habits of living and to our plan of government. We know that it is our duty to our children, to ourselves, and to our country to maintain the schools at high efficiency. But it is not sufficient merely to know these things. The excellence of the cause is not a guaranty that it will receive the support that it requires. Our faith in public education must be shown by our works in its behalf. We must exert ourselves to advance the interests of the schools, and we must encourage our neighbors to do likewise.

Intensive campaigns for arousing and maintaining interest in educational effort, embracing all the States of the Union at the same time, have been highly beneficial. The American Legion, the National Education Association, and the Bureau of Education are joining once more to promote American Education Week, and they urge the participation in it of every individual and every organization whose interest is in the prosperity of America and in the schools, which are its mainstay.

As an aid to the observance a program has been prepared in which a special topic is assigned to each day of the week. Distinct advantages may be expected from its general use, for it means much for everybody to be working to the same end at the same time and in the same way. Nevertheless, that program, this pamphlet, and all else that comes from either of the sponsors in this connection is suggestive only. Initiative in producing new ideas, in extending the plans, and in devising new methods is not only welcomed but strongly urged. Anything is appropriate which tends to increase the prestige of the established means of education or to fix the value of education more firmly in the popular mind, even though it may differ materially from anything which has been suggested heretofore.

### Procedure in Organization

IT HAS BECOME the custom to expect school officers to take the lead in movements that relate to education. Observance of American Education Week should therefore begin inside the schools

and progress outward. The superintendents of school systems, principals of schools, and presidents or directors of higher institutions should in general be the prime movers.

Representatives of all the interests concerned with education should be enlisted in the work of preparing for American Education Week. Meetings should be called by school or other educational officers, and an appropriate organization effected. Committees should be appointed of teachers and of members of the several organizations to assist in preparing or executing plans. The activity of the chairmen will in general be the measure of efficiency of the committees. Care, therefore, should be exercised in choosing them.

The membership of the committees should be as widely representative as practicable in order that participation may be diffused through all the interests of the community. The committee for any purpose should contain members expert in that particular line, together with some educational people. The latter element should be introduced everywhere, not only because the educational aspect should be maintained throughout, but also because the friendly contact between school men and prominent citizens will in itself promote the purposes of the occasion.

### *Making the Plans and Executing Them*

A DEFINITE PLAN is the first requisite in any proceeding. It would be well for the chief organizer to formulate such a plan tentatively before calling the meetings or appointing the committees. It should not be so fully prepared, however, as to give to any meeting a cut-and-dried appearance; the complete development should be the result of consultation by committees or otherwise.

The committees to be named will depend on the nature of the observance proposed and upon local conditions generally. In any event, however, especial emphasis should be placed upon the work of the press committee, for the cooperation of the newspapers is of the utmost importance. Abundant material should be supplied to them describing the achievements and the needs of the local schools. Movements of special concern to the State as a whole should receive a full share of attention, and articles on the general aspects of education which would tend to increase the regard in which the schools are held should be freely used.

A strong effort should be made by an efficient committee to obtain the cooperation of motion-picture exhibitors. It is hoped that some of the producers will issue films upon subjects especially applicable to American Education Week; if so, the exhibitors should be urged to procure them and show them in their regular programs. Even if this plan does not materialize, much may be gained by

educational slides interspersed with announcements and news features. Such slides may be easily made by typewriting upon "mats." They may contain brief statements about the progress of local schools and their further needs, the advantages of culture to the individual, the money value of education, the cost of ignorance to the State, and the like.

The suggestions in this leaflet should be applied according to the needs of the users. Although they refer largely to work within the schoolroom, it is to be clearly understood that the proceedings of American Education Week are addressed primarily to the public in general rather than to school children. It is desirable that students shall be impressed with the importance of the instruction they are receiving, with the needs of the institutions through which it is given, and with the significant facts included in the program for the week; but the fulfillment of the present purpose depends upon arousing the enthusiasm of patrons and of taxpayers whose contact with the schools is not ordinarily direct. Consider the suggestions for exercises within the schools, therefore, in connection with the reiterated urge, "Visit your schools to-day."

### *Time Required for Preparation*

THE TIME to begin the consideration of American Education Week is now. The earlier the ground is broken the better will be the harvest. Lack of time for elaboration should not, however, prevent that observance which may be practicable; much may be done with a minimum of preparation.

Some of the school superintendents strongly favor plays, pageants, and parades. Naturally these require time for planning and organization and still more time for making costumes, constructing floats, and the like. About four weeks are required for such features. Effective school parades have been held, however, with very little paraphernalia and consequently with little previous arrangement.

In general, the necessary preparations for American Education Week are of the nature of organization of personnel rather than of material construction. The manual-training shops and the domestic science and art classes may well be utilized to assist in the construction that is necessary, but the occasion neither justifies nor demands serious interference with the routine work of the schools in any department. Temporary modification of programs should not amount to such interference.

For observance directed principally to the outside public and displaying the accustomed work of the schools to visitors and in the exhibitions, the work of preparation is relatively simple in kind but difficult in execution inasmuch as it means the expenditure of time

and energy by a number of people. The preliminary arrangements, including the meetings for organization, the appointment of committee, the formulation of plans, should be completed without delay.

### A Few Representative Plans

THE FOLLOWING are typical examples of local plans which were reported in 1923 and 1924:

#### COMPREHENSIVE ARRANGEMENTS IN DENVER, COLO.

*Denver, Colo.*—A committee consisting of some of the school people, representatives of the American Legion and of the Ministerial Alliance, and the business interests of the city, planned the activities for the week. They were as follows:

By the American Legion: A parade composed of floats designed to call attention to the topic of each day. Electric and cloth signs in the downtown district carrying the words, "American Education Week." A speakers' bureau of Legion men who addressed many of the schools upon educational topics.

By the Ministerial Alliance: The president of the Ministerial Alliance presented the matter to his organization and many ministers spoke briefly from their pulpits on Sunday about the topics to be stressed during the week.

By the Retail Merchants' Association: The secretary of that association requested his members to place show cards in the various store windows bearing the words, "American Education Week." He further requested that they decorate their windows with merchandise appropriate for the week.

By the business men's clubs: One of the members of the committee arranged to have a speaker at every important business men's club which met during that week, such as the Rotary Club, the Lions Club, Optimist, Civic, and Commercial Associations.

The Parent-Teacher Association: The president of the county Parent-Teacher Association had as many of the local associations as possibly could meet during American Education Week, and stress some of the main objectives of this year's program.

In the schools, in addition to talks by outside speakers, Thursday was designated as Visitors' School Day. Children wrote and took home invitations to their parents to visit the schools on Thursday. On this day only regular work was done. Each principal was urged to stress in some way the topic of each day in his school.

#### SCHOOL ACTIVITIES IN DEPARTMENT STORES

*Sioux City, Iowa.*—At one store there was a demonstration of kindergarten and first-grade work; the morning program started at 10 o'clock and ran to 11.45, the afternoon program from 2 o'clock until 3.45. This work was divided among the different schools.

At another store were demonstrations of second to sixth grades, Monday being given to the second grade, Tuesday to the third, Wednesday to the fourth, Thursday to the fifth, and Friday to the sixth. One store was given up more largely to junior high-school and high-school activities, work being done in domestic science, sewing, millinery, and allied subjects. Physical education, orchestra, and band work were demonstrated at a fourth store by the orchestra and physical education departments of the junior highs and high school. In addition to the work of the second to sixth grade, inclusive,

there was shown work in mechanical drawing, design and drawing, free-hand drawing, arts and crafts, also typewriting and commercial work. School nurses worked with the children. Our dental hygienist and dentist demonstrated the work of the dental department.

#### NO ATTEMPT TO HAVE CHILDREN PARTICIPATE

*Trenton, N. J.*—Our observance of American Education Week is confined to an attempt to bring to the attention of the adults of the community problems which confront public-school officials. We make no attempt to have the children observe the week. Newspaper articles appeared each day in accordance with the daily program as provided by the United States Bureau of Education. In addition to this, pamphlets were printed and distributed to every home in the city having children in the public schools.

#### CHAMBER OF COMMERCE CONDUCTS EXERCISES

*Albany, N. Y.*—A special program was carried out by the chamber of commerce. All types of schools were represented at this meeting—public, private, parochial, collegiate, and professional. In connection with this meeting, as a consummation of the celebration, the chamber of commerce has published a booklet, "Education in Albany, an Opportunity and a Business."

#### VISITS OF ADULTS AND ILLUSTRATED NEWS ARTICLES

*Rochester, N. Y.*—During American Education Week 37,289 adults visited the Rochester public schools. In nearly every school there was an evening session for regular day-school work, in order to give parents, especially fathers, an opportunity to see the school in session. Each of the four daily newspapers assigned a special reporter, together with the official photographer, as correspondents for the week. In this way about every aspect of school work was placed before the community. Each of the papers had something different each day, with appropriate pictures of various school activities.

#### WRITTEN INVITATION SENT TO EVERY PARENT

*Superior, Wis.*—Every pupil in our schools wrote an invitation to the parents or guardians to visit the school some time during the week. In some schools special days were stated, in others the day was left open. In the larger schools special days were stated for different grades so as to avoid congestion. Parents came and saw the regular routine of school work and thereby they were enabled to know just what is done in our schools. In addition to this, junior high-school pupils gave four-minute talks on the value of education and kindred topics.

### Successful Devices Which Have Been Featured

REPORTS which have come to the Bureau of Education mention among the successful devices used in 1924:

1. Streamers hung across street and highway bearing the words:

AMERICAN EDUCATION WEEK

NOVEMBER 16 TO 22

VISIT YOUR SCHOOLS TO-DAY

2. Stickers for automobile wind shields, cards for street-car fenders, and posters for show windows, with similar legends.

3. Characteristic American Education Week slogans inserted in newspaper advertisements by the courtesy of the advertisers.

4. Four-minute addresses on educational topics delivered in theaters, motion-picture houses, and other public places.

5. Regular sessions of the schools held in the evening to which special invitations are issued.

6. Talks on education over the radio.

7. Slogans and terse sentences relating to educational conditions and needs exhibited as slides interspersed in motion-picture shows.

8. Appropriate displays of books by public libraries. Book lists, relating to the subjects of the several days, posted on library bulletin boards and published in the daily papers.

9. Special meetings "for boosting education" held on every opportunity.

10. Concerts by school orchestras, bands, glee clubs, and choruses, with incidental four-minute talks.

11. Exhibits in places accessible to the public of industrial and art work of the schools.

12. Exhibitions of physical training by high-school or college students.

13. Tags to be worn by those who have visited the schools; and tags with appropriate slogans for all who will wear them.

14. "Dad's Night," in which evening sessions are held for the benefit of the pupils' fathers.

15. "Community lunches" prepared by home economics students.

16. Spelling matches, to which the public are invited.

17. Prizes to the schools which show the highest per cent of visits from parents.

18. Letters sent to the head of each family in the district.

19. Dedication of new school buildings.

20. Patriotic oratorical contests, with prizes donated by business men.

21. "Educational numbers" of local newspapers, issued entirely by school people or by school children.

22. Historical pageants by high-school pupils.

23. Four-minute talks to employees of industrial establishments during their luncheon periods.

24. Regular class work in a "schoolroom" in the show window of a down-town store.

Monday, November 16

## Constitution Day

"America! America!  
God mend thine every flaw;  
Confirm thy soul in self-control,  
Thy liberty in law."

### SLOGANS

The Constitution and our country.  
The Constitution and cooperation with all countries.  
Purity in politics brings prestige and power.  
Every boy and girl a good citizen.  
Everyone must obey.

Our Constitution, the greatest document of the kind ever written, has created a great Nation. The Nation can remain great only as each individual embodies in his own life the principles that are contained in the Constitution. All forces must combine to educate to this end. Not only knowledge of and respect for law, but a love of it must be inculcated. This must be done by precept and example consistently, persistently, in small ways and large, until obedience to law becomes a habit.

Organizations interested should be informed that the boys and girls of the schools will be willing to give short talks for them on the Constitution or some subject related to government. Newspapers may be asked to print the preamble on Constitution Day. Librarians should be asked in advance to cooperate. The Daughters of the Revolution, lawyers, all interested citizens, may help the schools by loaning historical and patriotic pictures and documents. Pageants, plays, and tableaux require costumes and accessories, and here again the public may participate through loans. Different grades may take up different phases of the subject and the best join together to give a good evening's program to which the public may be invited.

### Quotations

The Constitution and the people are synonymous. The people alone can change the Constitution.—*The Federalist*.

The Constitution is worthless unless it is applied.—It is no use to have a Constitution if you pay no attention to it.—*Elihu Root*.

Our Constitution is something to live for and by—something to learn to defend other than by war.—*W. J. Hutcherson*.

The Constitution in all its provisions looks to an indestructible Union, composed of indestructible States.—*Salmon P. Chase*.

An indissoluble Union of indestructible States, one flag, one country, one destiny.—*Webster*.

Above all we must stand shoulder to shoulder for the honor and greatness of our country.—*Theodore Roosevelt*.

What we seek is the reign of law based on the consent of the governed and sustained by the organized opinion of mankind.—*Woodrow Wilson*.

### Activities

Essays, debates, plays, pageants, tableaux, pantomime, music, art, and manual activities.

### Subjects for Essays and Speeches

1. Why the Constitution is the greatest document of the kind ever written.
2. What the Constitution means to me.
3. What the youth of America may do to preserve the Constitution.
4. What is in American life to-day that is not compatible with the ideals and spirit of the Constitution.
5. How the President, Vice President, Senators, and Representatives are elected.
6. How the Government serves me.
7. Why I should stand by my Government.
8. What I know about the laws of my school and city.

### Tableaux

Resignation of Washington as Commander in Chief (Trumbull).

Signing the Declaration of Independence (Trumbull).

Justice, the Spirit of America (Edward Simmons).

Birth of Our Flag (Mosher).

Spirit of '76 (Willard).

Washington and His Mother (Fournier).

Liberty, the Constitution, Uncle Sam, and the different States as they were admitted to the Union.

### Manual Activities

Print the preamble of the Constitution for visitors. Woodwork. Make boxes for ballots. Construct booths. Lower grades: Make boxes out of heavy paper or cardboard. Make ballots. Letter slogans. Make banners and posters. Make costumes and accessories for plays, pageants, and tableaux.

### Suggestions for Subject Matter

Most of the poems listed here can be found in patriotic collections or readers. After each poem, reference is made to one or more books containing it. Complete information concerning the books mentioned is given in the list which follows the poems.

### POEMS

- America. By Florence E. Coates. In Deming and Bemis.  
 America. By Bayard Taylor. In Bemis, Holtz, and Smith.  
 America for me. By Henry Van Dyke. In Bemis, Holtz, and Smith.  
 The building of the ship. By Henry Wadsworth Longfellow. In Stevens and Stevens.  
 E pluribus unum. By George Washington Cutter. In Cabot.  
 The flower of liberty. By Oliver Wendell Holmes. In Bemis, Holtz, and Smith.  
 Hall Columbia. By Joseph Hopkinson. In Bemis, Holtz, and Smith; Stevens and Stevens.  
 Hymn of the new world. By Percy Mackaye. In Deming and Bemis.  
 Liberty enlightening the world. By Edmund C. Stedman. In Bemis, Holtz, and Smith; Stevens and Stevens.  
 The schoolhouse stands by the flag. By H. Butterworth. In The Speaker.  
 Scum o' the earth. By R. H. Schaffner. In Bemis, Holtz, and Smith.  
 Union and liberty. By Oliver Wendell Holmes. In Stevens and Stevens.  
 What constitutes a State? By Sir William Jones. In Deming and Bemis.

### BOOKS

- Bemis, Katherine L., Holtz, Mathilde E., and Smith, Henry L. The patriotic reader for seventh and eighth grades and junior high schools. Boston, Houghton Mifflin Co., 1917. 194 p.  
 Cabot, Ella Lyman, ed. A course in citizenship. Boston, Houghton Mifflin Co., 1914. 386 p.  
 Deming, Norma H., and Bemis, Katherine L., eds. Pieces for every day the schools celebrate. New York, L. A. Noble, 1921. 349 p.  
 The Speaker, vol. 8. New York, Hinds, Hayden & Eldredge, Inc.  
 Stevens, Ruth D., and Stevens, David H. American patriotic prose and verse. Chicago, A. C. McClurg & Co., 1917. 171 p.

### SUGGESTIVE LITERATURE ON THE CONSTITUTION

- Ashley, Roscoe L. The Constitution to-day. New York, Macmillan Co., 1924. 237 p.  
 Facsimiles of the Constitution and signatures of members of the Constitutional Convention.  
 Cloud, Archibald J. Our Constitution: Its story, its meaning, its use. Chicago, Scott, Foresman & Co., 1923. 224 p.  
 Appendix contains Constitution, review questions, and glossary.  
 Gettell, Raymond G. The Constitution of the United States. Boston, Ginn & Co., 1924. 213 p.  
 Greenan, J. T., and Meredith, A. B. Everyday problems of American democracy. Boston, Houghton Mifflin Co., 1924. 506 p. (Consult for debates.)  
 Higgins, Alvin M. "We, the people—" The Constitution of the United States, with comment and explanation." Yonkers, N. Y., World Book Co., 1924. 56 p.  
 Leighton, Etta V. Our Constitution in my town and my life, with 115 questions and answers. New York, Institute for public service, 1924. 32 p.  
 Ousley, Clarence N. Background of American government. Dallas, Tex., Southern Publishing Co., 1924. 194 p.  
 Historical background and evolution of the Constitution.



Thornburg, Z. C., *and others*. Our America and our Constitution. Des Moines, Iowa, Heartney & Co., 1922. 182 p.

The Constitution. Civic interests and problems. Good bibliography.

## PAGEANTS

Barnum, Madeline D. American festivals for elementary schools. New York, French Publishing Co., 1916. 26 p.

Pageants for eight grades, each with a different patriotic theme.

Chubb, Percival, *and others*. Festivals and plays in schools and elsewhere. New York, Harper & Bros., 1912.

The patriots' day festival, pp. 90-99. General information, practical suggestions for pageants and festivals.

Hind, C. Lewis. A pageant for freedom. New York, Wynkoop, Hallenbeck, Crawford Co., 1918.

Important events in winning freedom from 400 A. D. to 1918.

Payne, F. Ursula. Plays and pageants of democracy. New York, Harper & Bros., 1919. 128 p.

"The Highway of the King," "At the Gate of Peace," and other patriotic plays. Play-pageants, simple and practical.

Perry, Stella G. When mother lets us act. New York, Moffat, Yard & Co., 1913. 146 p.

Information, suggestions, plays. Pantomimes. Masques. Tableaux. For lower grades.

## PLAYS

Hubbard, Elemore. Little American history plays for little Americans. Chicago, B. H. Sanborn & Co., 1919. 182 p.

For lower grades. At the White House, 1863. The little girl of 1850. Other simple plays.

———. Citizenship plays, for upper grades. Chicago, B. H. Sanborn & Co., 1922.

McPheters, George A., *and others*. Citizenship dramatized. New York, H. Holt & Co., 1921. 188 p.

Mackay, Constance D'Arcy. Patriotic drama in your town. New York, H. Holt, 1918. 135 p.

For the Americanization of young Americans. Valuable suggestions and a bibliography.

Olcott, Virginia. Patriotic plays for young people. New York, Dodd, Mead & Co., 1918. 174 p. (For primary grades.)

Payne, F. Ursula. Plays and pageants of citizenship. New York, Harper & Bros., 1920. 223 p. (Excellent simple plays.)

Robson, Ethel H. Dramatic episodes in Congress and Parliament. Boston, Atlantic Monthly Press, 1923. (Constitutional conventions, Declaration of Independence, etc.)

Stevenson, Augusta. Dramatized scenes from American history. Boston, Houghton Mifflin Co., 1916. 302 p.

Tuesday, November 17

## Patriotism Day

"The flag of the United States of America is the symbol of the ideals and the institutions of our Republic"

## SLOGANS

America first  
Vote at all elections  
Visit your schools to-day

## What the Flag Means

The flag means more than association and reward. It is the symbol of our national unity, our national endeavor, our national aspiration. It tells you of the struggle for independence, of union preserved, of liberty and union one and inseparable, of the sacrifices of brave men and women to whom the ideals and honor of this Nation have been dearer than life.

It means America first; it means an undivided allegiance. It means America united, strong and efficient, equal to her tasks. It means that you can not be saved by the valor and devotion of your ancestors; that to each generation comes its patriotic duty; and that upon your willingness to sacrifice and endure as those before you have sacrificed and endured rests the national hope.

It speaks of equal rights, of the inspiration of free institutions exemplified and vindicated, of liberty under law intelligently conceived and impartially administered.

There is not a thread in it but scorns self-indulgence, weakness, and rapacity. It is eloquent of our community interests, outweighing all divergences of opinion, and of our common destiny.—Charles Evans Hughes.

## The Flag Over the American Schoolhouse

The flag over the American schoolhouse must represent to the children who enter its door not merely the song and story of our history, but the ideal of a citizenship whose first law is the duty to serve, and not in war alone, but continuously and with devotion and sacrifice through times of peace. This I should call the highest culture possible in a republic—transcending in importance the noblest achievements of science or art or literature—a culture of the civic sense, an appreciation of the meaning of liberty, of justice under law, of the importance of confiding power to the fit and only to the fit, to the end that this America may stand forever as an example and an inspiration to all the nations.—Meredith Nicholson.

### I. Our flag insures the sanctity of life and security of property.

One flag, one land, one heart, one hand,  
One Nation, evermore.

—Oliver Wendell Holmes.

And for your country, boy, and for that flag, never dream a dream but of serving her, as she bids you, though the service carry you through a thousand

hells. No matter what happens to you, no matter who flatters you or abuses you, never look at another flag; never let a night pass but you pray God to bless that flag. Remember, boy, that behind all these men you have to do with, behind officers and governments, the people even, there is the country herself, your country, and that you belong to her, as you belong to your own mother. Stand by her, boy, as you would stand by your mother.—*Edward Everett Hale*.

Teach respect for the flag and the things for which the flag stands.

## II. Quicken the sense of public duty.

Patriotism involves a deliberate and purposed consideration of national affairs. It is a recognition and acceptance of duties to the State. It makes the citizen a conscientious voter. It charges him with responsibility for the administration of government and the execution of the laws. It makes him a guardian of public health and of public morals. It makes him a promoter of education and reform. It makes him a watchful observer of legislative action and of public officials. In a word, the true patriot is a good citizen as well as, on occasion of need, a willing and valiant soldier.—*Philip S. Mozeron*.

Teach personal responsibility in politics—Make the children form opinions on public questions.

Cultivate the sense of civic consciousness and the duty of supporting and obeying the law.

Taxpaying—The willing payment of taxes one of the fundamental duties of citizenship in a democracy.—Bureau of Education, Rural School Leaflet No. 21.

## III. Voting is the primary duty of the patriot.

Cherish the ballot. It is the badge of the American citizen. Do not be "queer" on election day.—*Angelo Patri*.

At the last general elections out of a population of 54,421,832, 21 years of age or more, only 29,052,491, or a little more than 50 per cent, voted. Previous to the election, campaigns were carried on in many communities "to get out the vote." The schools should instill into the minds of the children their duty in voting.

Is every citizen of voting age qualified to vote? Does every citizen of voting age vote?

## IV. Our national honor must be preserved from unjust attack.

All that our fathers wrought  
With true prophetic thought,  
Must be defended.—*Anon.*

The public school is a vital element in our national life. The compulsory education law becomes a bulwark of national defense.—*Angelo Patri*.

### PLACARDS

You are the makers of the flag, and it is well that you glory in its making.—*Franklin K. Lane*.

Voters are the uncrowned kings who rule the Nation.—*Morgan*.

Under the "Starry flag" there are equal rights for all.—*Andrew Carnegie*.

America fears no enemy but ignorance.—*Angelo Patri*.

The sheet anchor of the ship of state is the common school.—*Chauncey M. Depew*.

Liberty exists in proportion to wholesome restraint.—*Daniel Webster*.

A patriot is known by the interest he takes in common schools.—*Horace Mann*.

School children should be encouraged to find other quotations suitable for placards and posters.

## Subjects for Essays

*What my flag means to me.*

Alone of all flags it expresses the sovereignty of the people which endures when all else passes away.—*Calvin Coolidge*.

Suggested readings:

Hale, Edward Everett. The man without a country. In Stevenson, Augusta. Children's classics in dramatic form. Boston, Houghton Mifflin Co., 1912. p. 305-326.

A dramatization suitable for upper-grade elementary children.

Lane, Franklin K. The makers of the flag. 1914. (Multigraphed.)

May be obtained from the Department of the Interior, Washington, D. C., free.

Tappan, Eva March. The little book of the flag. Boston, Houghton Mifflin Co., 1917. 122 p.

*America, the land of opportunity.*

Your flag stands for humanity, for an equal opportunity to all the sons of men.—*Frank Crane*.

Suggested readings:

Antin, Mary. The Promised Land. Boston, Houghton Mifflin Co., 1912. 372 p.

Bok, Edward W. Americanization of Edward Bok: the autobiography. New York, Scribner's Sons, 1923. 462 p.

Riis, Jacob. Making of an American. New York, Macmillan Co., 1913. 443 p.

*Ideals of an American.*

Ideals of an American—Liberty, justice, freedom of worship, freedom to pursue happiness.—*Frank D. Ely*.

A patriot is a man who stands to his country in the relation of a father to his child. He loves it; he cares for it; he makes sacrifices for it; he fights for it; he serves it; he tries to shape its course of thought and action, that it may most perfectly adhere to its purpose and its ideal.—*N. M. Butler*.

Suggested readings:

Seri, Emma and Pelo, William G., comp. American Ideals; selected patriotic readings for the seventh and eighth grades and junior high schools. New York, Chicago, Gregg Publishing Co., 1919. 159 p.

Wilson, G. M. What is Americanism? American Ideals as expressed by the leaders of our country. New York, Silver, Burdett and Co., 1924. 330 p.

*The school a vital element in national life.*

The final result of true education is not a selfish scholar nor a scornful critic of the universe, but an intelligent and faithful citizen who is determined to put all his powers at the service of his country and mankind.—*Henry Van Dyke*.

The American public school is not for the selfish advantage of each separate boy and girl; it is not to lift them above their fellows. The public school is for the general welfare; to produce citizens who will serve the community in peace as well as in war, who will give their time and their money to public benefit, who will serve on town committees, who will make sacrifices to accept

public office, who will keep well informed upon the public needs, and who will create unselfishness and patriotic public opinion.—*William McAndrew.*

### *Obligations of democracy.*

The spirit of American democracy is a heritage cherished and transmitted by public education.—*Woodrow Wilson.*

In a democracy like ours the duties of citizenship are of first concern to all. The State's first interest in the education of its citizens, present and future, is that they may be prepared to perform these duties intelligently and well. On this the free existence of the democratic state depends.—*P. P. Claxton.*

### BOOKS ON PATRIOTISM

Bemis, Katherine I., and others. The patriotic reader, for seventh and eighth grades and junior high schools. Boston, Houghton Mifflin Co., 1917. 194 p.

The selections in this collection cover the history of our country from colonial times. Contains the literature that presents the highest ideals of freedom, justice, and liberty.

Deming, Norma H., and Bemis, Katherine I. Pieces for every day the schools celebrate. New York, L. A. Noble, 1921. 349 p.

Griscom, Elwood, Jr. Americanization. A school reader and speaker. New York, Macmillan Co., 1920. 225 p.

Part 4, under the heading "Incentives to patriotism," contains a number of selections from noted Americans.

McBrien, Jasper L. America first. Patriotic readings. New York, American Book Co., 1916. 288 p.

Patri, Angelo. The spirit of America. New York, American Viewpoint Society, 1924. 118 p.

### PLAYS AND PAGEANTS

Bryce, Catherine T. "The light." An educational pageant. Boston, Atlantic Monthly Press, 1921. 56 p.

The characters in this pageant may be chosen from pupils from the kindergarten to the senior high school. Education is the most important character. To her is intrusted the message that is to transform the more or less indifferent citizens to loyal, generous supporters of the public schools.

Mackaye, Hazel. The quest of youth. A pageant for schools. Washington, Government Printing Office, 1924. 102 p. (U. S. Bu. of Educ. Bul., 1924, No. 33.)

The theme of the pageant is youth's search for a school in which his threefold being—body, mind, and soul—may find release and fulfillment. The pageant traces the history of education through elementary schools. It is a pageant devised for indoor performance and there is but one setting for the entire story.

Mackey, Constance D'Arcy. Patriotic plays and pageants for young people. New York, H. Holt & Co., 1914. 223 p.

Each play in the collection "deals with the youth of some American hero, so that the lad who plays George Washington or Benjamin Franklin will be in touch with the emotions of a patriot of his own years."

Newbury, Maude C. Gifts of the nations. A pageant for rural schools. Washington, Government Printing Office, 1923. (U. S. Bu. of Educ. Rural school leaflet, No. 20.)

See also manuals issued by some of the States containing special day programs.

Wednesday, November 18

## School and Teacher Day

It is not too much to say that the need of civilization is the need of teachers.—*Calvin Coolidge.*

### SLOGANS

The school is the foundation of democracy.  
The better the teacher the better the school.

### Pertinent Facts

Estimates indicate that in 1924—

24,500,000 pupils were enrolled in public elementary and high schools.  
3,500,000 pupils were enrolled in public high schools.  
750,000 elementary and high-school teachers were employed.  
300,000 pupils were enrolled in normal schools and teachers colleges.  
168,000 one-teacher rural schools enrolled 4,500,000 children.  
15,000 consolidated rural schools enrolled nearly 3,000,000 children.

### Suggestions for Observing the Day

If it were possible, the efficiency of a school would be determined by measuring its effect on the lives of its pupils as citizens in the community. Standardized tests in spelling, reading, writing, computing, etc., have been devised to measure the intellectual products of instruction. These intellectual attainments, however, form only a small portion of one's total equipment. They ignore such attitudes and modes of behavior as initiative, enthusiasm, tact, and industry, which doubtless more nearly determine one's conduct among his associates. Both teachers and pupils should be acquainted with the qualities which professional school people and the world at large regard as important. Consequently, parents, teachers, and pupils may on this School and Teacher Day study with profit the qualities possessed by the teachers and the pupils.

Such a study should indicate the habits and attitudes of good citizenship in the school, and to a certain extent in the home as well. It should point out specific habits which need to be formed by certain children. It should serve to concentrate constructive effort and resourcefulness for a period of time on the part of the parents, the teachers, and the children in careful analyses that will lead to growth on the part of the teachers and the children. They should be encouraged to rate themselves to discover their own strengths and weaknesses. The primary purpose of rating is diag-

nosis and improvement through conscious effort. The first step in self-improvement is to be constructively critical of the extent to which one exhibits certain traits.

The following suggestive list of traits is concrete in that specific questions are asked concerning "nonintellectual" qualities. Some of these traits may be more effectively analyzed if a set of specific questions supplements them. Parents, teachers, and pupils should be requested to participate in a discussion of the significance of the qualities in this list, necessarily abbreviated, and make such changes as seem necessary to suit the needs of the community.

The ratings may be administered in many forms and with various methods of procedure. For convenience the list of traits may be reproduced on cards or sheets of paper. Provision should be made on the rating card to indicate the efficiency in each characteristic listed. This may be done by leaving a space on the card to the right for three columns headed "unsatisfactory," "average," and "high," respectively. Pupils, in addition to rating themselves, may be rated by their teachers, their parents, or visitors. Visitors may be requested to limit their analyses to particular sections of the list. The scorer should rate the individual on only those traits about which he has no doubt.

#### LIST OF TRAITS TO BE RATED

##### *School Atmosphere.*

- Does the schoolroom present the appearance of cleanliness?
- Is it as attractive and cheerful as possible?
- Are the desks tidy?
- Have provisions been made for proper heating, lighting, and ventilating?
- Is there a pervading atmosphere of happiness and enthusiasm?
- Are the pupils wide-awake, attentive, alert, and responsive?
- Is the discipline firm, yet natural?
- Is routine work, such as passing material, systematically organized?

##### *Pupil or Teacher Traits.*

- Has he good health?
- Does he recognize the importance of cleanliness in personal habits and neatness in dress?
- Does he speak English correctly and distinctly?
- Does he prepare each lesson carefully?
- Does he do his school work punctually?
- Is he accurate in statements, reports, and records?
- Does he seem confident and yet unassuming with regard to his own abilities?
- Is he free from coarseness and crudities in speech and manner?
- Does he meet people easily?
- Is he personally likable, and does he mix well?
- Does he enter heartily into school activities outside the classroom; such as athletics, dramatics, music or photography clubs, school papers, etc.?
- Does he spend his leisure time in a wholesome manner?

##### *Additional Pupil Traits.*

- Does he hold his head easily erect and chest high whether sitting or standing?
- Is he courteous and respectful to teachers and older people generally?
- Is he considerate of the general welfare of the classroom; i. e., Does he close door or desk quietly? Does he use pencils and other articles without making unnecessary noise? Does he leave the room without attracting attention? Does he refrain from taking the property of others without their consent?
- Does he refrain from sulking or answering back when reproved?
- Does he give up his own preference when it interferes with the good of the group?
- Is he tactful?
- Does he protest against anyone's taking advantage of the weak, stammerers, cripples, or other unfortunate persons?
- Does he shoulder responsibility for his own acts?
- Does he concentrate upon the task at hand?
- Does he volunteer in the recitation?
- Does he ask intelligent questions?
- Does he give evidence of independent thinking?
- Does he claim no more than his fair share of time and attention, particularly in the recitation period?

##### *Additional Teacher Traits*

- Is he in sympathy with child life?
- Do pupils go to him voluntarily for advice and conference?
- Does he know their home conditions?
- Does he participate in community activities?
- Is he tactful in dealing with patrons and colleagues?
- Is he loyal to the school system and his coworkers?
- Does he keep himself posted on educational affairs by reading professional magazines and books, attending teachers' meetings, etc.?
- Does the class work proceed smoothly without artificial interruptions?
- Does he hold the pupils' interest?
- Does he keep the discussion within the pupils' comprehension?
- Does he adapt the discussion to individual differences in pupils?
- Do all the pupils in the class take part in the discussion?
- Does he make all assignments clearly and definitely?
- Does he make clear to the pupils the scope and purpose of the lesson?
- Does he apply the lesson, in so far as possible, to the daily lives of the pupils?
- Does he correlate the lesson with other subjects (e. g., history, English, etc.)?
- Does he make effective use of supplementary texts, illustrations, references, etc.?
- Does he carefully supervise and direct the study of the pupils?

NOTE.—Committees desiring to observe this day by basing the work of the regular recitation periods of the grades on community problems and local school interests which they wish to bring to the attention of parents and visitors will find helpful the special "School and Teacher Day" folder, which contains suggestions for this day. A copy should be secured for each teacher. It may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 5 cents per copy, or \$1 per 100.

Thursday, November 19

## Conservation and Thrift Day

### Wise Saving

Slogan—Work and Save

Extravagance rots character; train youth away from it. The habit of saving money stiffens the will and brightens the energies.—*Theodore Roosevelt.*

*School Savings Banks.*—School savings banks increased from 6,868 to 9,080 during the year closing 1924. The number of pupils participating increased from 1,907,850 to 2,907,326. Collections increased from \$10,631,838 to \$14,991,535. Bank balances amounted to \$20,435,144, carried on from June 30, 1924.

Topic—Only 5 per cent of the illiterates in this country are bank depositors.

### Wise Accounting

*A Balanced Budget.*—The effort to carry budgeting into the home is an essential element in daily thrift. No other known device promotes economy and regulates expenditures more than the budget.

#### REFERENCES

- Lord, Isabel E. *Getting your money's worth.* New York, Harcourt, Brace & Co., 1922. 210 p.  
Pritchard, Myron T. and Turkington, Grace A. *Stories of thrift for young Americans.* New York, Scribner's Sons.

### Suggestive Lessons in Thrift for Elementary Grades

Go to the ant, thou sluggard, consider her ways and be wise

*Lessons of thrift in the garden.*—Caring for plants, harvesting and storing foods. Protection of plants and trees by birds, insects, toads, and other insect enemies. Thrift habits of the bee, ant, and red squirrel. The germination of the bean, its food basket saved for another year.

*Lessons of thrift in the home.*—Go to market instead of telephoning. Turn out the light when not using it. Canning fruit and vegetables. Raising chickens. Not wasting food at the table. Buying durable toys. The conservation of one's health through the prevention of colds, care of the teeth, and plenty of sleep, fresh air, and plain food. The thrift of fighting flies and mosquitoes.

*Lessons of thrift in the school.*—Thriftful use of school materials, clay, paper, and color boxes. Care of books. Avoiding eyestrain. Eating plain food for lunches. Playing out of doors at recess. Following the directions of the school nurse and doctor.

*Lessons of thrift in town and country.*—How well does your town protect you from fire and accidents? Conservation of life and health by safeguarding railroad crossings and bridges. Traffic regulations at street crossings. Unbroken pavements and sidewalks. Street well lighted. Parking of automobiles and enforcement of traffic regulations.

Pure water supply, by reservoir or by town pump. Care of foods offered for sale, covered from the dust and the flies. Economy in buying soft drinks, candy, and ice-cream cones.

The conservation of plants, shrubbery, and flowers in the parks and in the woods. Use of parks as picnic grounds—care in leaving premises clean by putting papers and refuse in receptacles. Care of fire in the woods by being sure before leaving that not one spark remains.

### Conservation of Trees and Forests<sup>1</sup>

Slogan—Plant a Tree

The wealth, beauty, fertility, and healthfulness of the country depends upon the conservation of our forests and the planting of trees.—*John G. Whittier.*

### Forest Preserves as Playgrounds

But to-day it is our country. To-morrow it belongs to our children and to our children's children.

*State forests as playgrounds and health centers.*—Topics for discussion: For the production of a timber supply. To acquire and maintain watersheds. For monuments and scenic areas.

*Organized camps for boys and girls.*—Some of the essentials are—Pure water and sites well drained, not too far from home, near transportation facilities and fresh food supply, and free from poisonous plants, dangerous reptiles, and troublesome insects.

There must be opportunity for campus, game courts, and sport fields; water for swimming, boating, and canoeing; the study of woodcraft, wild animal, bird, and plant life.

#### REFERENCES

- Downing, Elliot R. *A naturalist in the Great Lakes region.* Chicago, University of Chicago Press, 1922. 328 p.  
Muir, John. *The story of my boyhood and youth.* Boston, Houghton Mifflin Co., 1913. 294 p.

<sup>1</sup> See Arbor Day programs issued by the State departments of education.

### Our State and National Parks as Sanctuaries

Let us guard the inheritance of the fathers that the rights thereto of our children may be protected.

#### Animals, Birds, and Flowers

The robin and the dandelion we must put into men's lives if we would have good citizenship.—*Jacob Riis.*

*Items of interest.*—In Yellowstone Park 200 species of birds live natural undisturbed lives. Eagles live among the crags. Wild ducks and geese are in profusion. Many hundred large, white pelicans add to the picturesqueness of Yellowstone Lake.

There were 20 buffaloes in the park in 1902, and now there are 780. The herd of elk numbers 20,000, with several hundred moose, innumerable deer, and many antelopes.

Forty years ago, to the naturalist the chief glory in spring was the succession of prairie flowers, and not a single one of these wild prairie flowers is left now. An orchid has not been seen for 25 years; and the mocassin flower, the wake robin, the large trillium, blue bells, columbine, meadow rue, and many other plants have disappeared from the prairie States. Can not a sanctuary be found for them in the State parks before they are gone forever?

#### REFERENCES

- Burgess, Thornton W. The Burgess flower book for children. Boston, Little, Brown & Co., 1923. 350 p.  
Sharp, Dallas Lore. Roof and meadow. New York, Houghton Mifflin Co., 1922. 281 p.

### Conservation of Forest Lands

It is of vital interest to the Nation that all its resources shall make life richer and better. The Nation therefore sets its watch upon that which it has and provides in every case for the best use of its resources.

*Items of interest.*—There are 470,000,000 acres of forest land in the continental United States. The Federal Government owns 87,000,000 acres, the States own 8,700,000, and municipalities own 450,000.

The United States consumes nearly as much wood annually as all the rest of the world. It produces over half of the entire lumber cut of the world and uses 95 per cent of the amount right here at home.

We want more wood for the farmer, for our railroads, for our industries, to meet the demand for better housing.

*Projects on wood study.*—How is wood used in the making of linoleum, artificial silk, gunpowder, paints, varnishes, soaps, inks, celluloid, sausage casings, acetylene, chloroform and iodoform, wood alcohol, turpentine, and sawdust?

#### Fire Protection

*Items of interest.*—Thirty-three thousand five hundred forest fires occur annually in the United States. Seven millions of acres of forests are destroyed by fire every year. Fifty per cent of this loss occurs in eight of the Southern States where there is no organized forest protection.

Causes of fire: Lightning, 9 per cent; railroads, 14.9 per cent; lumbering, 5.9 per cent; brush burning, 13.2 per cent; campers, 14 per cent; incendiary, 12.7 per cent; miscellaneous, 6.2 per cent; unknown, 24.1 per cent.

*Topics for socialized recitations.*—Forest supervision; protection against fire; fighting forest fires.

#### Insect Protection

*Items of interest.*—Losses due to insects estimated at \$130,000,000 annually. Work of the United States Bureau of Entomology. Co-operative insect control.

#### Timber Mining

The "inexhaustible" forests of Michigan, mined during the seventies, eighties, and nineties, are now so depleted that the imports from the East, South, and West are more than a billion feet of lumber a year. On this imported lumber the State pays an annual freight bill of \$15,000,000.

*Topics for socialized recitations.*—(a) The menace of idle forest lands: Effect upon forests; effect upon transportation; effect upon woodworking industries; effect upon population; effect on the morals of the community.

(b) Reforestation: The growing of timber crops will solve the problem of forest land use. If we are to remain a nation of wood users we must become a nation of wood growers—by extension of publicly owned forests; by not allowing forest lands to lie idle; by lower taxes on growing forests; by requiring the forest owners to grow trees.

#### REFERENCES

- Dorrance, John G. The story of the forest. New York, American Book Co., 1916. 237 p.  
Du Chaillu, Paul B. The world of the great forest. New York, Scribner's Sons, 1900.  
Rolt-Wheeler, Francis W. Boy with the United States foresters. Boston, Lothrop, Lee & Shepard, 1910.

Friday, November 20

## Know Your School Day

"Progressive civilization depends upon progressive education"

### SLOGANS

Preparation for modern-day life demands a broader course of study.  
School work helps the child live better to-day, to-morrow, and each to-morrow as it comes.

### Pertinent Facts

Estimates indicate that in 1924—

One billion eight hundred million dollars was the cost of the education bill.

Ten million children of school age were not attending school.

Five million people over 10 years of age were illiterate.

Eight hundred and twenty-five million dollars was the annual economic loss due to illiteracy.

Two hundred and fifty million dollars was lost due to irregular attendance.

### Suggestions for Observing the Day

The school system of a community is a good index of the moral and intellectual standards approved and supported by the people in that community. "Know Your School Day" supplements "School and Teacher Day," and offers a community a splendid opportunity to study various problems arising in the administration of its school. In order to lay a good foundation for future constructive work in the schools it is desirable to know their present status as definitely as possible. Both the good and the bad features of existing conditions should be known.

Communities can not really know their own schools without comparing them with other schools. Why are city schools generally considered better than rural schools? Are they really better in every respect? How have longer terms, better qualified teachers, better buildings, and more adequate equipment effected this disparity?

Why are all city schools in session each year 9 months, and some of them 10 months, whereas rural schools average 7 months, and in some States only 5 or 6 months? Is it because rural people do not want longer terms, or that they can not raise the money to support them? How may well-trained teachers be induced to offer their services in rural communities? What steps should be taken to se-

cure better buildings and equipment? If all these "better things" were added to schools, how would they affect pupils' attendance and progress? Ought not the State to guarantee an equity of educational opportunity to all its children?

The interest and cooperation of a majority of the people are necessary if substantial and permanent improvements are to be made. To arouse interest in the schools, to secure definite information of existing conditions, and, in some cases, to provide suggestive standards worthy of imitation the following abbreviated list of items has been prepared. The same general scheme of reproducing and using the list that was outlined under "Suggestions for Observing the Day" for School and Teacher Day may be used. Because of the comprehensiveness of some of the items, different committees may advantageously be appointed to study, rate, and report on certain items in the list. In scoring select a few rather than many features so as to emphasize those which should be brought to the attention of the public. The statistics are taken mostly from the United States Bureau of Education Bulletins, 1924, Nos. 31 and 38.

### Items to Score

#### School and equipment

Are the school grounds beautified with trees and shrubbery?

Is the playground sufficiently large, fairly level, and well drained?

Is the building in good repair?

Does the lighting meet hygienic requirements? (Window surface one-fifth floor area; light come from one side of room; adjustable shades, light in color; and adequate provision for artificial lighting.)

Does the heating and ventilating equipment meet approved standards?

Are ample provisions made against fire hazards? (Fireproof construction, sufficient exits, doors open outward, fire escapes, fire extinguishers, etc.)

Are the walls and ceilings finished in light tints?

Are the toilets kept in a sanitary condition at all times?

Is pure drinking water provided with sanitary drinking devices?

Are dictionaries, supplementary readers, maps, globes, etc., provided?

Are the desks adjusted in size to the needs of the pupils?

#### Pupils

What per cent of the total population is enrolled in school? (United States—21.3; Mississippi—31.3.)

What per cent of the pupils are enrolled in high school? (United States—12.3; California—27.1.)

What per cent of children enrolled attend each day? (United States—79.3; North Dakota—92.7.)

How many days during the year is the school in session? (United States—164; Rhode Island—194.6.)

What is the average number of days attended per year by each pupil enrolled? (United States—130.6; Rhode Island—162.7.)

What is the average number of years of school life on basis of a 180-day year? (United States—6.9; Massachusetts—9.1.)

What is the percentage distribution of pupils enrolled in the following types of public schools?

Elementary schools and kindergartens (United States—79.3.)

Secondary schools (United States—11.4; California—25.)

Normal schools and teachers' colleges (United States—0.7; North Dakota—1.8.)

Universities, colleges, and professional schools (United States—0.8; Nevada—4.8.)

What is the percentage distribution of pupils enrolled in the elementary grades? (United States: First grade, 21.1; second grade, 14.4; third grade, 13.7; fourth grade, 12.9; fifth grade, 11.5; sixth grade, 10.4; seventh grade, 8.8; eighth grade, 7.2.)

What per cent of elementary pupils are of normal age? (Allow 2 years for each grade, consider 6 and 7 years as normal for the first grade, 7 and 8 years for the second grade, etc. The averages here given were computed from three and one-third million pupils in cities having eight-year elementary school systems.) (United States—66.)

What per cent of elementary pupils are over normal age (retarded)? (United States—23.)

What per cent of elementary pupils are under normal age (accelerated)? (United States—11.)

What per cent of high-school pupils are of normal age? (United States—64.)

What per cent of high-school pupils are over normal age (retarded)? (United States—17.)

What per cent of high-school pupils are under normal age (accelerated)? (United States—19.)

#### *Curricular provisions*

Are kindergartens provided?

What per cent of the total time in the eight elementary grades is devoted to the "three R's"—include language, reading, spelling, writing, arithmetic? (Eight-grade elementary schools in 49 cities—50.6.)

What per cent of the total time in the eight elementary grades is devoted to the "content" subjects—include history, civics, geography, science, hygiene? (49 cities—15.5.)

What per cent of the total time in the eight elementary grades is devoted to the "special" subjects—include physical education, recess, drawing, music, show work, etc.? (49 cities—33.9.)

Are different high-school curricula offered to meet the varying needs and interests of the pupils? (Home economics, commercial, agricultural, etc.)

Are provisions made for adult education? (Part-time schools, evening schools, extension classes, lecture courses, etc.)

#### *Teachers*

Are the majority of the elementary teachers high-school graduates, with two years of professional training?

Have the superintendent, principals, and supervisors had experience and professional training in their specialized fields of work?

Have most of the teachers taught one or more years?

Is the local tenure of the teachers reasonably long, and are few of them lost due to higher salaries and better living conditions offered them elsewhere?

What per cent of the total number of teachers are men? (United States—16.3; Arkansas—36.6.)

What is the average annual salary of teachers, supervisors, and principals? (Do not include superintendent unless he teaches one-half time or more.) (United States—\$1,166; New York—\$1,910.)

Are enough young people from the community in teacher-preparing institutions to provide for the local teacher turnover?

#### *Finance*

What per cent of the school's receipts come from the State? (United States—16; Delaware—94.4.)

What per cent of the school's receipts come from the county? (United States—10.5; New Mexico—79.2.)

What per cent of the school's receipts come from the local unit? (United States—73.5; Kansas and Nebraska—99.3.)

What per cent of the total expenditures, excluding payment of bonds, goes for general control? (Include salaries of attendance officers, clerks, school board members, and superintendent if he teaches less than one-half of the time.) (United States—3.3; Texas—7.4.)

What per cent of the total expenditures, excluding payment of bonds, goes for salaries of teachers, supervisors, and principals? (Do not include superintendent unless he teaches one-half time or more.) (United States—54.7; Arkansas—78.3.)

What per cent of the total expenditures, excluding payment of bonds, goes for textbooks and other instruction supplies? (United States—2.7; Pennsylvania—7.5.)

What is the total school expenditure per capita of population? (United States—\$14.47; California—\$25.30.)

What is the total school expenditure per pupil enrolled? (United States—\$68.02; Nevada—\$116.15.)

What is the total school expenditure per pupil in average attendance? (United States—\$85.76; California—\$158.45.)

#### *School Progress*

Has your school improved and adjusted itself to the needs of its environment comparably with those made in transportation, medicine, household conveniences, farm machinery, industry, business, etc., during the last quarter of a century?

After such ratings, discussions concerning measures and methods of bringing about improvements are needed. The findings of this day's study may well be supplemented by a report on the strengths and weaknesses of the pupils and the teachers as revealed by the study of their traits on school and teacher day. The value of this report will be materially increased if it includes recommendations by the committee based on their findings. Best results will be obtained by securing the cooperation and approval of the local board of education and the school officers before public opinion is sought or any definite steps are taken by outside organizations to change the school system of a community.



*Saturday, November 21*

### *Community and Health Day*

The school is an intimate part of the community. It reflects the sentiments and ideals of the community, and, in turn, it shapes those sentiments and ideals. The school health work halts without community interest, and the public-health program is only fully appreciated and supported by those who have been informed during their school course of the nature and needs of the community.

Health is of the first importance and the wise community will furnish its most precious possessions—its children—the most healthful conditions for education which it can afford, and will offer them such health supervision and instruction as will enable them to make the most of the mental training they may receive. The schools, on the other hand, should include in their health program the teaching of the methods and means which must be employed for the protection and promotion of the common health.

Community and Health Day affords an excellent opportunity for—

- (a) Self-examination as to the needs of the school and the community.
- (b) Public presentation of the needs of the schools, which are, of course, community needs.
- (c) Presentation of community needs that are of special importance to the schools.
- (d) Presentation of the relationship of the health activities of the community and school; and the pointing out of methods of cooperation.

### *Matters for Emphasis*

While the general needs for health conservation and promotion in school and community need presentation, the day furnishes the opportunity for a drive for some special subject, such as a better school building, a larger playground, school nurse, a course in domestic science, special medical or dental service, the organization of a parent-teacher association, the community use of school buildings, a library for community and school, etc.

### *Advertising*

Good advertising is necessary to complete success. This should begin early and the preparation of posters for display in public places can form a part of school work. The newspapers and the pupils should be glad to be of assistance. The parents of the school children should be cordially invited.

If a pageant or play devoted to health is planned, such material may be obtained from the American Child Health Association, 370 Seventh Avenue, New York City, and from the National Tuberculosis Association at the same address. Suggestions and a bibliography of plays, pageants, etc., are to be found in *Dramatics for Health Teaching*, Health Education No. 13, which may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 5 cents.

### *Other Demonstrations*

If there is no specific aim in the day's celebration, aside from that of interesting the community in school health work, a health play or pageant, or a parade in costume can be arranged, or an exhibition of the physical activities of the school (games, athletics, folk dances, etc.) given. In one city school last year the music department and physical training department combined effectively in presenting the folk songs and the folk dances of many lands, the characteristic song of each country being followed by two dances in costume.

In connection with such general exhibitions, short addresses on the regular health activities of the school and community can be given by the health officer, local physicians, physical education teacher, or superintendent.

### *Demonstration of School Health Work*

Since Saturday has been chosen as Health Day, demonstrations of the daily health teaching and the physical education program of the school will need to be given on some other day, possibly on Know Your School Day (Friday). Such an occasion would be an excellent time to explain the aims of these activities and the need for cooperation of the home, without which all school-health work must fall short of what it might otherwise accomplish.

### *Literature*

A complete list of the publications on School Health Work can be obtained by writing to the United States Bureau of Education, Department of the Interior, Washington, D. C.

Helpful publications on school-health work may be obtained from the United States Public Health Service, Washington, D. C.; the National Education Association, 1201 Sixteenth Street NW., Washington, D. C.; the American Child Health Association, National Child Welfare Association, 70 Fifth Avenue, National Tuberculosis Association, 370 Seventh Avenue, all of New York City; and the American Red Cross, Washington, D. C.

*Sunday, November 22*  
*For God and Country Day*

SLOGANS

A Godly nation can not fail.

Visit your church to-day.

Religion, morality, and education are necessary for good government.

The clergy of all churches are urged to preach a sermon on education, either at the morning or evening service, on one of the following topics:

*Education in the Home*

Text, Deut. xi, 19.

"And ye shall teach them your children."

Text, Proverbs, xxii, 6.

"Train up a child in the way he should go: and when he is old, he will not depart from it."

Topics:

The mother, the child's first teacher.

Training for membership in the family circle.

The home must lay the foundations of character.

Children, obey your parents.

*Education in the School*

Text, I Cor. iii, 10.

"I have laid the foundation, and another buildeth thereon. But let every man take heed how he buildeth thereupon."

Topics:

Education for democracy.

The good little citizen.

The schools and good citizenship.

Training for vocations.

*Education in the Church*

Text, Proverbs iv, 7.

"Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding."

Topics:

God and the good citizen.

Bible reading in the home.

The church and education.

Reverence for authority.

How can the church best serve the State?

How can the State best serve the church?

## *Bureau of Education Publications*

The following are a few of the publications of the United States Bureau of Education that may prove helpful to those who are preparing papers and addresses for American Education Week. Address all orders to the Superintendent of Documents, Government Printing Office, Washington, D. C. A complete list of the publications of the Bureau of Education may be obtained by addressing the Commissioner of Education, Washington, D. C.

### CITY SCHOOLS

- Bulletin, 1922, No. 2. School administration in the smaller cities. 10 cents.
- City School Leaflet No. 13. Appreciation of pictures. 5 cents.
- City School Leaflet No. 19. Time allotment in the elementary school subjects. 5 cents.
- City School Leaflet No. 18. Samples of teacher self-rating cards. 5 cents.
- Kindergarten Circular No. 9. How the kindergarten makes Americans. 5 cents.
- Statistical Circular No. 4. Per capita costs in city schools, 1923-24. 5 cents.

### RURAL SCHOOLS

- Bulletin, 1923, No. 53. Cooperative education association of Virginia. 5 cents.
- Bulletin, 1924, No. 32. A study of 260 school consolidations. 10 cents.
- Bulletin, 1925, No. 10. Rural high school, its organization and curriculum. 10 cents.
- Rural School Leaflet No. 24. Salaries of country teachers in 1923. 5 cents.
- Rural School Leaflet No. 25. Ypsilanti Kiwanis club and the country schools. 5 cents.
- Rural School Leaflet No. 32. Improvement of rural schools by standardization. 5 cents.
- Rural School Leaflet No. 34. Some practical uses of auditoriums in the rural schools of Montgomery County, Ala. 5 cents.

### HIGHER EDUCATION

- Bulletin, 1924, No. 28. Fiscal support of State universities and State colleges. 20 cents.
- Higher Education Circular No. 15. Increases in salaries of college teachers. 5 cents.

### HEALTH EDUCATION

- Bulletin, 1922, No. 1. Recent State legislation for physical education. 5 cents.
- Bulletin, 1923, No. 33. Educational hygiene. 5 cents.
- Health Education No. 10. Suggestions for a program of health teaching in elementary schools. 10 cents.
- Health Education No. 13. Dramatics for health teaching. 5 cents.

- Health Education No. 15. Suggestions for a program for health teaching in the high school. 5 cents.  
Health Education No. 17. Helps for the rural school nurse. 10 cents.  
Health Education No. 18. What every teacher should know about the physical condition of her pupils. 5 cents.  
School Health Studies No. 1. Health for school children. 10 cents.  
School Health Studies No. 7. Recognition of health as an objective. 5 cents.  
School Health Studies No. 8. School health supervision. 5 cents.

## PLAY AND RECREATION

- Bulletin, 1921, No. 45. School grounds and play. 5 cents.  
Bulletin, 1924, No. 33. The quest of youth. A pageant for schools. 10 cents.  
Physical Education No. 1. Preparation of school grounds for play fields and athletic events. 5 cents.  
Physical Education No. 6. The school as the people's clubhouse. 5 cents.  
Rural School Leaflet No. 20. Gifts of nations, a pageant for rural schools. 5 cents.

## CITIZENSHIP

- Bulletin, 1920, No. 18. Lessons in civics for the six elementary grades. 15 cents.  
Bulletin, 1925, No. 8. Elementary instruction of adults. 5 cents.  
Community score card. 5 cents.  
The Constitution of the United States. 5 cents.  
The Declaration of Independence. (Facsimile.) 15 cents.  
Library Leaflet No. 30. Education for citizenship. (Bibliography.) 5 cents.  
Rural School Leaflet No. 21. Taxpaying as a lesson in citizenship. 5 cents.

## PARENT-TEACHER ASSOCIATIONS

- Home Education Circular No. 3. Parent-teacher associations; how home and school work together. 5 cents.  
Home Education Circular No. 5. Parent-teacher associations and foreign-born women. 5 cents.

## HOME ECONOMICS

- Bulletin, 1925, No. 3. Contribution of home economics to citizenship training. 10 cents.  
Home Economics Circular No. 13. Home economics in rural schools. 5 cents.  
Home Economics Circular No. 19. Sources of useful information for the teacher of home economics. 5 cents.

## VOCATIONAL EDUCATION

- Commercial Education Leaflet No. 8. Cooperative vocational guidance. 5 cents.  
Commercial Education Leaflet No. 9. Commercial occupations. 5 cents.  
Industrial Education Circular No. 16. Studies about occupations in public schools. 5 cents.

## SCHOOL LIFE

- A periodical issued monthly, except July and August. Sent regularly only upon subscription, 50 cents per annum; to foreign countries which do not recognize the mailing frank of the United States, 75 cents. Specimen copies free upon application to the Commissioner of Education.



**END OF  
TITLE**